**DEECD logo.jpg**

**Supporting New Teachers Practice**

**Workshop Support Materials**

**Days 1 and 2**

**With**

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Ver5-Apr 11

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## 

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| Process adapted from EdPartnerships Learning Partner Kit 2012 | Photo Chats |

**Time**: Approximately 30 mins

**Purpose**: To bring the world of the classroom into the workshop. To begin observing evidence of how learners are learning.

**Materials**: 6 photos of learning occurring in each person’s context. Sticky Notes.

**Organisation**: Mentor and 2 -3 New Teachers in a Group

**Process**:

1. **Prior to the activity**: all group members are asked to bring 6 photos that illustrate ‘how learners learn in their context’. Three photos are taken by students and three by the New Teacher.
2. **Cold read**: New Teacher 1 shows their photos to their mentor and other New Teachers without initial commentary. The learning partners share their ‘read’ of the photos, what they notice about how learners are learning in this context. (3 mins)
3. **Check in**: New Teacher 1 responds, noting what was interesting in the ‘reads’ of others and reflecting on how well the photos communicated what they intended.

(3 mins)

1. **New Teacher 1**: Share student photos and their annotation. Discuss what was similar and different from the student perspective. What can we learn from their choices? (3 mins)
2. **Rotate the process**: New Teacher 2 shares their photos and the process is repeated.
3. **Rotate the process**: New Teacher 3 shares their photos and the process is repeated.
4. **Group Debrief**: What are some commonalities between ‘how learners are learning’ in our different classes? What is something unique to each class?

Prompts from the EdPartnerships Learning Partner Kit Materials for the DEECD SNTP program. May be copied for non-commercial use with attribution.

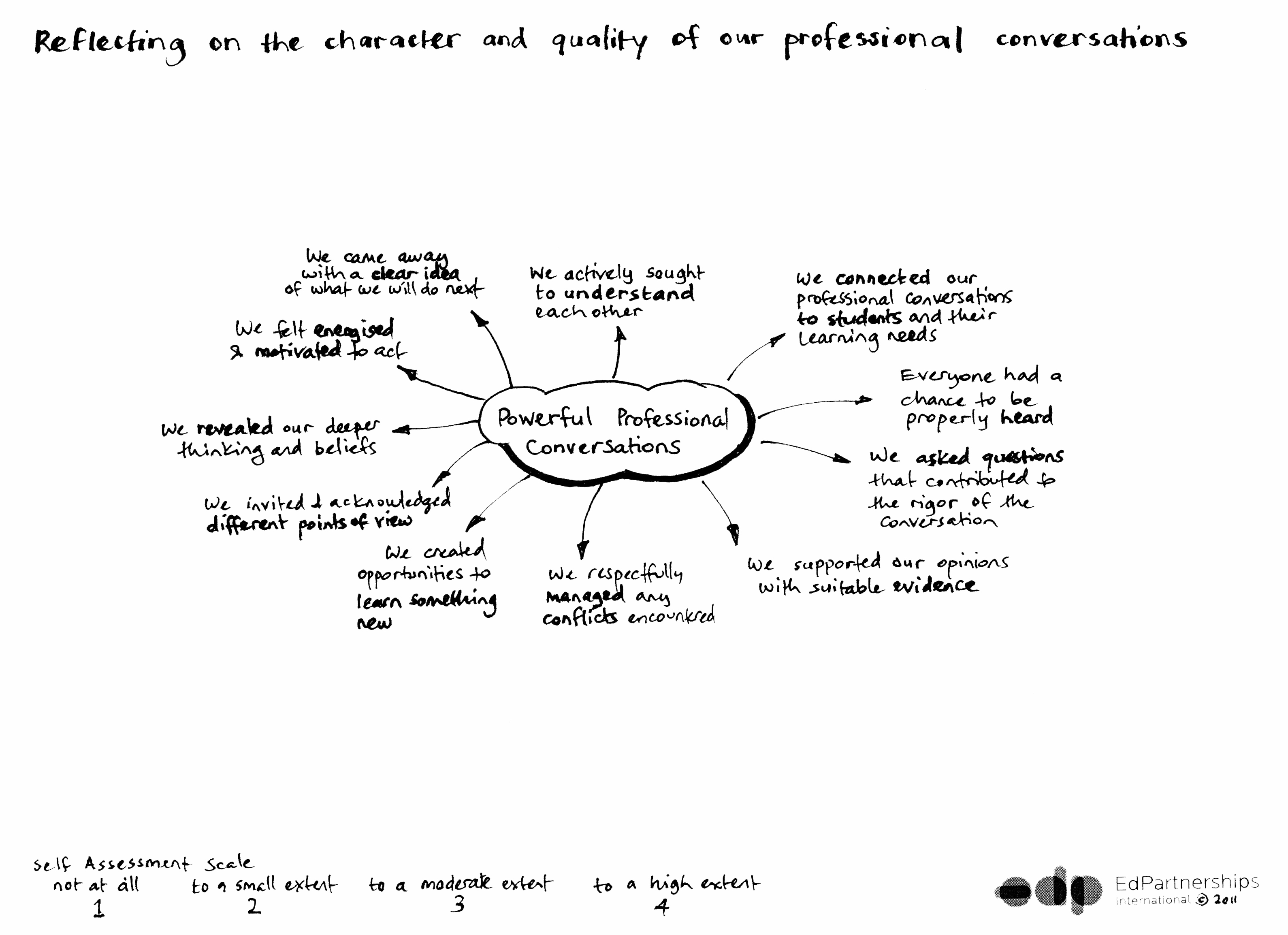
## Coaches Observation Triangle

Pedagogical Strengths (ref PoLT)

Quality of Professional Conversations (ref to Map on next page)

Capabilities in Action (e5)

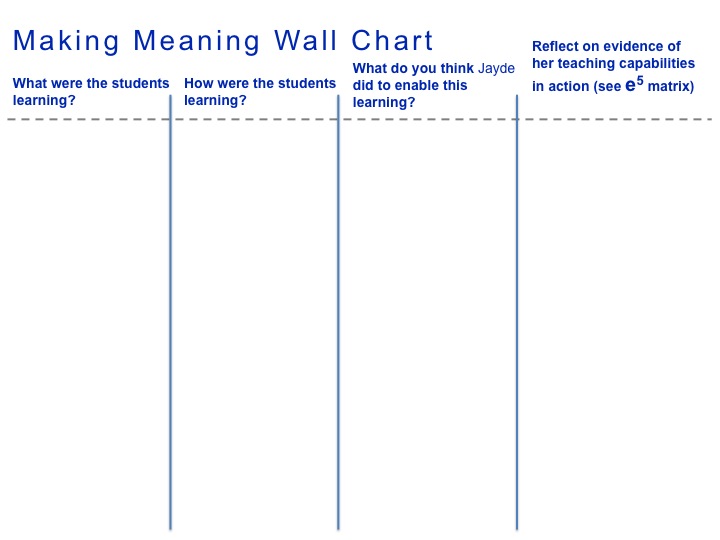
## Reflecting on the Character and Quality of Our Professional Conversations

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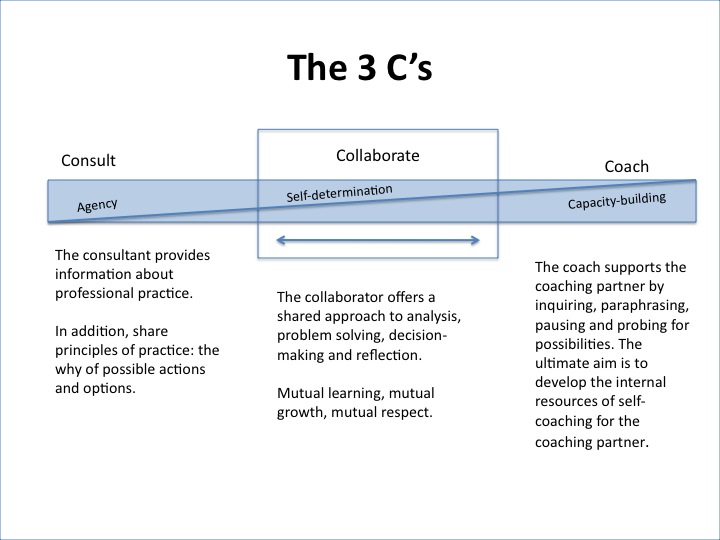
## SNTP Wall Chart: Most Positive Experience of Student Learning this Year

|  |  |  |  |
| --- | --- | --- | --- |
| **What was the successful learning for students?** | **Categorise: Type of learning** | **How did the teacher/teaching enable the learning?** | **Categorise: Capabilities demonstrated** |
| New Teachers respond | Everyone draws on their knowledge of VELS domains and dimensions and/or Melbourne Declaration Goals to name the learning. | New Teachers respond | Everyone draws on their knowledge of PoLT and e5 capabilities to name the teacher practices |

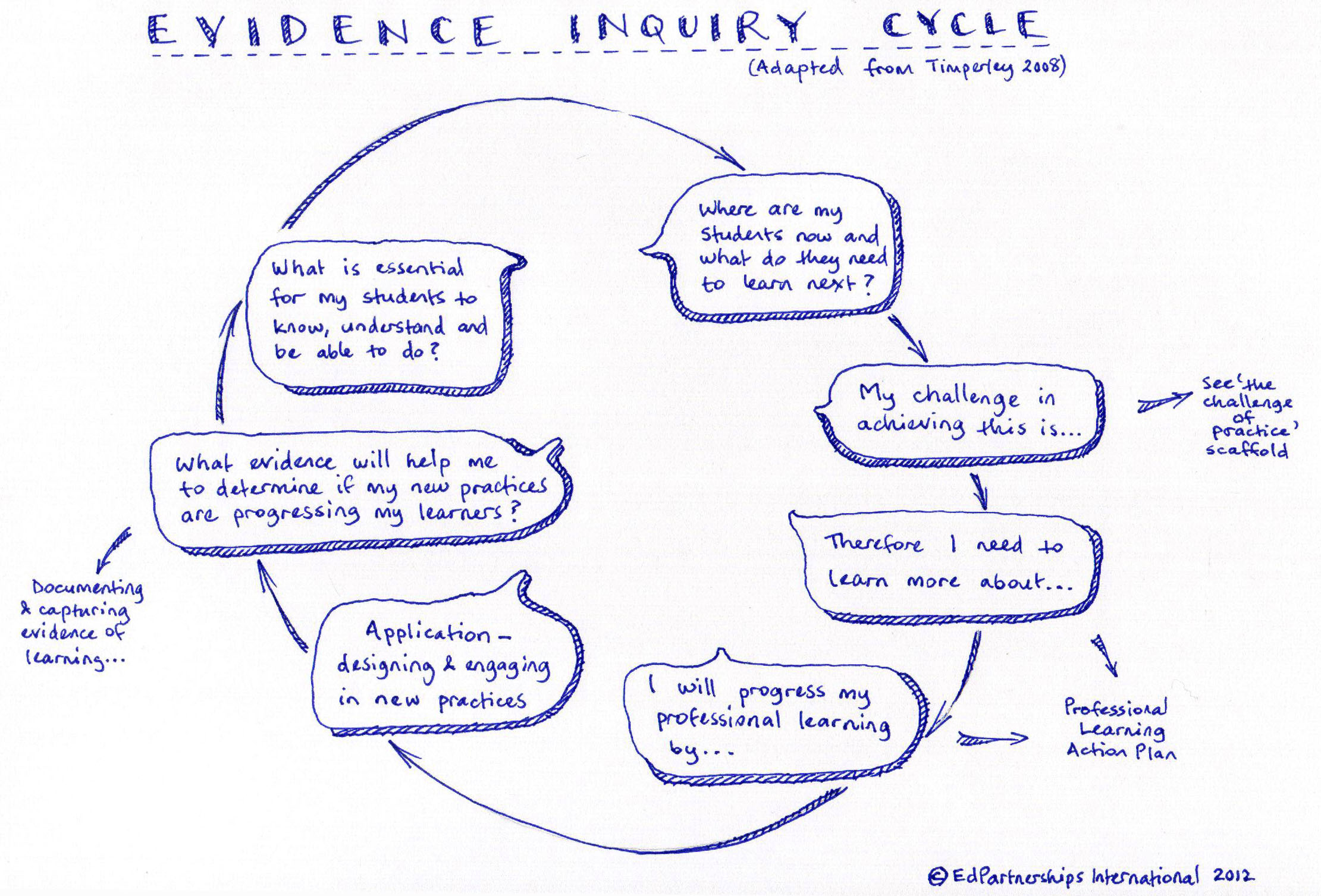
## Making Meaning Wall Chart

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| EdPartnerships key roles for Learning Leaders – The 3Cs |



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## Evidence Inquiry Cycle

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| 1632_EDP_Logo_Landscape-Final_Office.jpg | Focused Challenge Analysis |

# Purpose: To clarify a specific challenge facing the presenter and expand perspective to assist them to see a way forward.

# Time: approximately 40 mins

**Organisation:** groups of 4 **(**1 presenter, 2 questioners, 1 facilitator/timekeeper)

One person (presenter) answers the questions posed by two questioners about the issue which has been identified as a challenge.

**Process:**

1. **Identify a challenge**: All group members identify a challenge they currently face in their role by writing a short analysis: What is the challenge? Why do you want to tackle it? What do you think you need to learn to be able to tackle it? **(5 mins)**
2. **Group Check-In**: Each person states their challenge to the group in one sentence (max 30 secs per person). The group then decides who in the group has the most urgent challenge or issue of mutual interest. Share out the other roles. **(3 mins)**
3. **Details of the challenge**: The presenter explains the challenge in more detail. **(5 mins)**
4. The questioners ask **information seeking questions** (clarifying questions) that provide factual details and a clearer picture of the challenge. **(5 mins)**
5. The questioners ask **opinion-seeking questions** that probe the issue – this might be to seek to uncover assumptions, feelings, thoughts or beliefs of the presenter. **(5 mins)**
6. The questioners and facilitator draw on their own experience to offer different possible perspectives and to brainstorm courses of action they might consider if in the presenter’s shoes ***(‘What I think could be going on here is….’‘; If this were me, I might…’***). ***Avoid*** framing your discussion as advice or ***‘I think you should..’***. The goal is to reveal different perspectives and open up possible courses of action, not solve the problem. The presenter listens and weighs up the pros and cons of the ideas but does not respond. **(5 mins)**

**7**. **Open conversation**. The presenter responds and engages in open discussion. At this point they can pursue ideas raised that interested them. **(10 mins)**

1. **Debrief the process (5 mins)**

This discussion structure has been adapted from “*The Power of Protocols: An educator’s guide to better practice*” by J.P. McDonald, N. Mohr, A. Dichter and E.C. McDonald, 2003. Published by Teachers College Press.

|  |  |
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| 1632_EDP_Logo_Landscape-Final_Office.jpg | Some Question Stems |

***Information Seeking or Clarifying Questions***

These are designed to identify facts or particulars about a situation. They are for the questioner so that you better understand the context.

What did you mean by… What is an example of…

Who has responsibility for… Where will you…

What opportunities have you provided for… What is the role of…

***Opinion Seeking or Probing Questions***

These are seeking to identify opinions and feelings; uncover thinking, values and beliefs; reveal pedagogical stance; discover personal learning needs or potential areas for professional inquiry.

What was your thinking in relation to… How might you plan for…

What information would you need about… What concerns you most about…

What support would you need to accomplish… How do you suppose…

What is the likelihood of… Why do you think…

What other ideas do you have about… What influenced you to…

Where do you imagine ……..might lead? Why might…..

How will you know if …….has the desired impact? What’s your hunch about…

What might you be assuming about… How would you describe…

What else might you need to consider if the goal is to….

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## SNTP - Developing a Challenge of Practice Scaffold

Challenges of practice are best identified in conjunction with a student learning need. Once you work out what the student learning need is, then the challenge of practice is working out how to address this and progress each student. Think through the following prompts to help you define your Challenge of Practice:

**If** the learning that I aspire to or desire for my students is:……………………………………………………….

…………………………………………………………………………………………………………………………………………………………

………………………………………………………………………………………………………………………………………………………..

**Then** what have I already learned about their development and learning needs in relation to this is…

**So What** else might I need to find out in relation to their development and learning needs in relation to this?

***Therefore I see my challenge of practice as being****: (Choose only those that are relevant or add you own):*

Learning about or how to…………………………………………………………………………………………………………………

Developing my capabilities in………………………………………………………………………………………………………….

Trying new strategies such as…………………………………………………………………………………………………………..

Getting better at………………………………………………………………………………………………………………………………

Finding out………………………………………………………………………………………………………………………………………

***If I’m successful in developing my practice, then I should see that my students:***

Can…………………………………………………………………………

Learn…………………………………………………………………….

Understand……………………………………………………………….

Progress…………………………………………………………………

Develop…………………………………………………………………….

Change……………………………………………………………………….

Deepen or Strengthen………………………………………………….

Become more proficient in………………………………………………

Take responsibility for…………………………………………………….

Are able to………………………………………………………………………….

Develop skills in…………………………………………………………………….

Evidence that might help me to determine if my new practice is progressing my learners is:

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## Reflecting on concerns that relate to student progress

Identify a maximum of 3 priority concerns that you have in relation to progressing all students in your class. Then rank the three in order of priority:

To assist you, a list of common concerns is provided – feel free to select from any of these or add in some new concerns of your own.

|  |  |
| --- | --- |
| My main concerns in relation to developing my practice and progressing my students are: | Priority Ranking (1-3) |
|  |  |
|  |  |
|  |  |

**Examples of Teacher Concerns**

|  |  |
| --- | --- |
| * Establishing my class routines and procedures so that we have an environment conducive to learning |  |
| * Changing and/or managing student behaviours that get in the way of learning |  |
| * Developing democratic and respectful relationships with and between students |  |
| * Building a community of learners where everyone takes some responsibility and works well together |  |
| * Negotiating learning and providing students with choice and voice |  |
| * Challenging students to achieve high standards and deep understanding |  |
| * Teaching students how to learn as well as what they need to learn |  |
| * Assessing where individual students are at so that I can challenge them appropriately |  |
| * Differentiating learning activities so that everyone is engaged and learning |  |
| * Applying and assessing learning authentically |  |
| * Documenting progress so that I have evidence of how well my students are progressing |  |

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| 1632_EDP_Logo_Landscape-Final_Office | | Leading Professional Learning Repertoire – Where am I now? | | | | | | | | | | | | |
| Mentors or Learning Leaders use twice per year – indicate your entry level on the light column and your growth in dark columns | | | | | | | | | | Name: Entry Level Date: Final Date: | | | | |
| **Strategies** | Don’t know this strategy or practice. | | | Know about but not yet using | | Know about and considering using | | Trialling or beginning to use | | Using regularly but want to improve | | Using confidently and effectively | | Reflection on use of this strategy/practice |
| Coaching (Individual) |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Coaching (Team) |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Lesson Study |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Mentoring |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Learning Walks |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Action learning/Inquiry |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Peer or classroom observation and analysis |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Learning Conversations |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Photo Chats |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Examining Student Work Protocols |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Discussion protocols |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Video analysis of practice |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| In-class modelling and demonstration |  | |  |  |  |  |  |  |  |  |  |  |  |  |
| Other: |  | |  |  |  |  |  |  |  |  |  |  |  |  |

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| 1632_EDP_Logo_Landscape-Final_Office.jpg | | Preparing for Professional Inquiry (KWLA) | | |
| What do you already ***Know*** about Challenge of Practice? | What do you ***Want*** /Need to know about your Challenge of Practice? | | What have you ***Learned*** from your evidence and investigations? | How will you ***Apply*** what you have learned in your practice? |
|  |  | |  |  |
| How will you find this out? | |

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| 1632_EDP_Logo_Landscape-Final_Office.jpg | Critical Reflection |

# Structured reflection assists us to reflect critically on our practice, which in turn helps to illuminate informed courses of action. A simple but effective structure is:

|  |  |
| --- | --- |
| **Describe**:  What has happened or been done to date? |  |
| **Inform**  So What?  (So what do you think this all means? How are you interpreting the situation in light of what you noticed as a result of the actions taken?) |  |
| **Confront**  Why?  (Why do you think things are the way they are; what are the enabling and blocking factors; what might be some of the assumptions in play; dilemmas or issues you’ve noticed; who has what power in the situation?) |  |
| **Reconstruct**  Now What?  (Now what might you do or continue? What might you do differently? What has changed about the way you see or understand things?) |  |

*Adapted from the work of John Smyth. Reference:* Smyth, J. (1989). Developing and sustaining critical reflection in teacher education. *Journal of Teacher Education, 40(2)*, 2-9.

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| 1632_EDP_Logo_Landscape-Final_Office.jpg | After Action Review (AAR) |

1. **What was the intent?**
2. **What actually happened?**
3. **What have we learned?**
4. **What do we do now?**

Adapted from: Collison, C.; Parcell, G. Conducting and After Action Review. Online: [<http://www.chriscollison.com/l2f/documents/KMaar.doc>

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| Teaching for Powerful Learning - Where am I now? | | | | | | | | | | | 1632_EDP_Logo_Landscape-Final_Office | |
| Name:  Place an x on the continuums – where are you now?  In my professional practice… | I’m not yet working in this way. | | I know it’s important to work like this but usually don’t. | | I try to work like this and sometimes do. | | I strive to work like this and often do. | | I regularly and confidently work like this. | | | How do I know this? |
| I create ambitious and meaningful tasks that reflect how knowledge is used in the world. |  |  |  |  |  |  |  |  |  |  | |  |
| I engage students in active learning, so that they apply and test what they know, including new learning. |  |  |  |  |  |  |  |  |  |  | |  |
| I identify and address the prior knowledge and experiences that students bring to the classroom so that they can connect new information and concepts. |  |  |  |  |  |  |  |  |  |  | |  |
| I diagnose student understanding in order to scaffold the learning process step by step. |  |  |  |  |  |  |  |  |  |  | |  |
| I assess student learning continuously and adapt my teaching to student needs. |  |  |  |  |  |  |  |  |  |  | |  |
| I provide clear standards, constant feedback and opportunities for improving work |  |  |  |  |  |  |  |  |  |  | |  |
| I encourage strategic and metacognitive thinking so that students understand how they learn and how to evaluate and guide their own learning. |  |  |  |  |  |  |  |  |  |  | |  |
| I enable my students to acquire a deep foundation of factual knowledge. |  |  |  |  |  |  |  |  |  |  | |  |
| I structure new learning for my students so that it is learned in the context of a conceptual map. |  |  |  |  |  |  |  |  |  |  | |  |
| I integrate carefully designed explicit teaching with hands-on inquiries that actively engage students. |  |  |  |  |  |  |  |  |  |  | |  |
| I enable my students to apply new learning to solve problems of increasing complexity. |  |  |  |  |  |  |  |  |  |  | |  |
| I enable my students to define some of their own learning goals and monitor their progress in achieving them. |  |  |  |  |  |  |  |  |  |  | |  |
| I teach my students a range of conscious learning strategies and use scaffolds that vary for different students. |  |  |  |  |  |  |  |  |  |  | |  |

Adapted by EdPartnerships from Darling-Hammond L., Barron B., Pearson P.D., Schoenfeld A.H., 2008, *Powerful Learning: What We Know About Teaching for Understanding*, Jossey Bass Wiley, San Francisco

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Teaching for Powerful Learning – Personalising Professional Practice Goals | | | | | | | | | | | 1632_EDP_Logo_Landscape-Final_Office | |
| Name:  Place an x on the continuums – where are you now?  In my professional practice… | I’m not yet working in this way. | | I know it’s important to work like this but usually don’t. | | I try to work like this and sometimes do. | | I strive to work like this and often do. | | I regularly and confidently work like this. | | | How do I know this? |
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| 1632_EDP_Logo_Landscape-Final_Office.jpg | Social Practices in Learning Communities |

Research by Lieberman and Wood (2003) identified the following social practices occurring in the professional learning community of the highly effective National Writers Project.

|  |  |
| --- | --- |
| What evidence did you see of this over the past two days? | |
| 1. Approaching each colleague as a potentially valuable contributor |  |
| 1. Honoring teacher knowledge |  |
| 1. Creating public forums for teacher sharing, dialogue and critique |  |
| 1. Turning ownership of learning over to learners |  |
| 1. Situating human learning in practice and relationships |  |
| 1. Providing multiple entry points into the learning community |  |
| 1. Guiding reflection on teaching through reflection on learning |  |
| 1. Sharing leadership |  |
| 1. Promoting a stance of inquiry |  |
| 1. Reconceptualising professional identity and linking it to professional community |  |
| Source: Lieberman, A. & Wood,D. 2003. Inside the National Writing Project: Connecting network learning with classroom teaching. New York: Jossey Bass. | |

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| 1632_EDP_Logo_Landscape-Final_Office.jpg | WOW Factor Conversation |

**WOW** Factor: **W**ins, **O**bstacles and **W**ondering What now?

A reflective and focused conversations using the WOW framing. WOW is designed for colleagues to share their experiences and invite insights and/or suggestions in relation to the wonderings that have been presented.

Group Structure: Pairs

Total time required: 30 minutes

**Steps:**

1. ***Reflection and note writing time (5 mins)***

Both participants take 5 minutes to reflect and record significant events in each of the three sections of the WOW factor framework (Wins, Obstacles and Wonderings).

1. ***Share 1 (2 mins)***

Person 1 shares one or two significant wins, briefly describing the win and it’s significance

1. ***Share 2 (2 mins)***

Person 1 shares one or two of the obstacles to the desired progress, briefly explaining how progress has been impeded.

1. ***Share 3 (2 mins)***

Person 1 asks one or two wondering what now questions of Person 2.

1. ***Clarifying questions (2 mins)***

Person 2 has time to ask clarifying questions that may affect his/her response

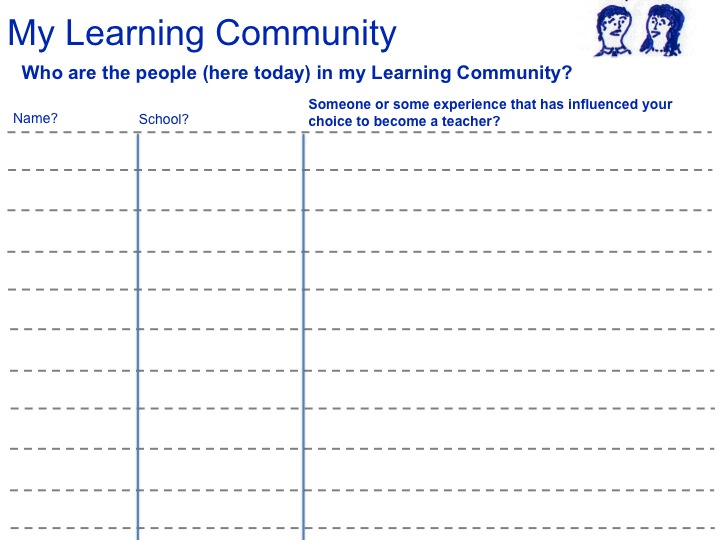
1. **Respond (2 mins)**

Person 2 offers any insights and ideas in support of Person 1.

1. ***General Discussion (5 mins)***
2. ***Repeat Steps 2-7 with Person 2.***

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## My Learning Community Matrix



|  |
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| Victorian Essential Learning Standards and Progression Points |

The Victorian Essential Learning Standards (VELS) outline what is important for all Victorian students to learn and develop during their time at school from Prep to Year 10. They provide a set of common state-wide standards which schools use to plan student learning, assess student progress and report to parents.

The VELS aim to prepare young people for a world in which knowledge is highly valued and constantly changing and where work, society, community and personal relationships are subject to increasingly complex pressures. The Victorian Essential Learning Standards identify essential knowledge, skills and behaviours that will assist students to live fulfilling, productive and responsible lives. These goals are intended to support students to build a future based on:

* **Sustainability** – developing an understanding of the interaction between social, economic and environmental systems and how to manage them.
* **Innovation** – developing the skills to solve new problems using a range of different approaches to create unique solutions.
* **Building strong communities** – by building common purposes and promoting mutual responsibility and trust in a diverse socio-cultural community.

The teaching of these goals is strengthened when it draws on learnings from a range of domains. For example, opportunities for community building can be drawn from domains such as Civics and Citizenship, Interpersonal Development and The Humanities – History.

**Principles**

A clear set of educational principles which reflects the community's expectations for schooling in Victoria underpins the Victorian Essential Learning Standards.

Specifically, these principles are:

**Learning for all** – proceeding on the basis that all students can learn given sufficient time and support, and that good schools and good teaching make a positive difference to student outcomes

**Pursuit of excellence** – seeking to accomplish something noteworthy and admirable individually and collectively, and performing at one's best

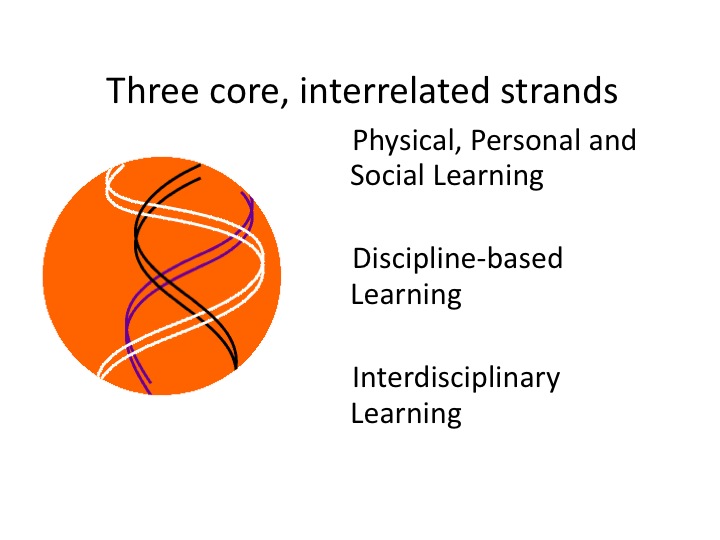
**Engagement and effort** – acknowledging that student ability is only one factor in achievement and that if students work hard and make an effort, their chances of success improves

**Respect for evidence** – seeking understanding and truth through structured inquiry and the application of evidence to test and question beliefs

**Openness of mind** – being willing to consider a range of different views and consider different ways in which evidence is perceived and solutions can be reached.

**Strands**

The Victorian Essential Learning Standards are organised into three connected areas of learning called strands.



**Physical, Personal and Social Learning**

Students learn about themselves and their place in society. They learn how to stay healthy and active. Students develop skills in building social relationships and working with others. They take responsibility for their learning, and learn about their rights and responsibilities as global citizen

**Discipline-based Learning**

Students learn the knowledge, skills and behaviours in the arts, English, humanities, mathematics, science and other languages.

**Interdisciplinary Learning**

Students explore different ways of thinking, solving problems and communicating. They learn to use a range of technologies to plan, analyse, evaluate and present their work. Students learn about creativity, design principles and processes.

**Domains and Dimensions**

Domains are a distinct body of knowledge, skills and behaviours. Standards for each domain are organised into dimensions.

The Strands, Domains and their dimensions are listed in Table 1

**Table 1**

|  |  |  |
| --- | --- | --- |
| **Strands** | **Domains** | **Dimensions** |
| **Physical, Personal and Social Learning** | Health and Physical Education | Movement and physical activity  Health knowledge and promotion |
| [Interpersonal Development](http://vels.vcaa.vic.edu.au/interpersonal/intro.html) | Building social relationships  Working in teams |
| [Personal Learning](http://vels.vcaa.vic.edu.au/personal/intro.html) | The individual learner  Managing personal learning |
| [Civics and Citizenship](http://vels.vcaa.vic.edu.au/civics/intro.html) | Civic knowledge and understanding  Community engagement |
| **Discipline-based Learning** | The Arts | Creating and making Exploring and responding |
| [English](http://vels.vcaa.vic.edu.au/english/intro.html) | Reading  Writing  Speaking and listening |
| [The Humanities](http://vels.vcaa.vic.edu.au/humanities/intro.html) | Humanities knowledge and understanding  Humanities skills |
| [The Humanities – Economics](http://vels.vcaa.vic.edu.au/economics/intro.html) | Economic knowledge and understanding  Economic reasoning and interpretation |
| [The Humanities – Geography](http://vels.vcaa.vic.edu.au/geography/intro.html) | Geographic knowledge and understanding  Geographical skills |
| [The Humanities – History](http://vels.vcaa.vic.edu.au/history/intro.html) | Historical knowledge and understanding  Historical reasoning and interpretation |
|  | Languages Other Than English | Communicating in a language other than English  Intercultural knowledge and language awareness |
| Mathematics | Number  Space  Measurement, chance and data  Structure  Working mathematically |
| [Science](http://vels.vcaa.vic.edu.au/science/intro.html) | Science knowledge and understanding  Science at work |
| **Interdisciplinary Learning** | [Communication](http://vels.vcaa.vic.edu.au/communication/intro.html) | Listening, viewing and responding  Presenting |
| [Design, Creativity and Technology](http://vels.vcaa.vic.edu.au/dct/intro.html) | Investigating and designing  Producing  Analysing and evaluating |
| [Information and Communications Technology](http://vels.vcaa.vic.edu.au/ict/intro.html) | ICT for visual thinking  ICT for creating  ICT for communicating |
| [Thinking Processes](http://vels.vcaa.vic.edu.au/thinking/intro.html) | Reasoning, processing and inquiry  Creativity  Reflection, evaluation and metacognition |

To help you to more clearly identify where your students are developmentally in relation to the various VELS domains and dimensions, a series of ‘progression points’ have been devised. These define where the ‘average’ student is expected to be in each year level.

The most common ***mis***understanding associated with progression points is that they are used to define the educational goals for each semester – this is not what they are designed to inform. Instead they help you with assessment and reporting – by considering progression points together with student performance, you can more clearly define where a student is now and what is a reasonable expectation for growth and development. Progression points can provide you and your students with a language for ‘success indicators’.

Therefore use the Learning Focus statements and standards to determine learning goals and intentions – aim above expected standard as high expectations positively impact the level of achievement of students.

Use the progression points to determine entry level performance and achievement and to help students set realistic goals that represent a stretch and growth for them. Even if students are well below standards, still help them to understand the standards they are working towards – the progression points can be used to help them see their own progress.

The progression point scale ranges from 0.5 to 6.75. Each progression point represents six months of expected student progress. For each reporting period, teachers make on-balance judgments about student progress in relation to the standards. As students progress along a continuum of learning, teachers will assign the progression point that most closely matches where the student is at in relation to the standards at each level.

**English – Level 4 Standard for Writing**

At Level 4, students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing.

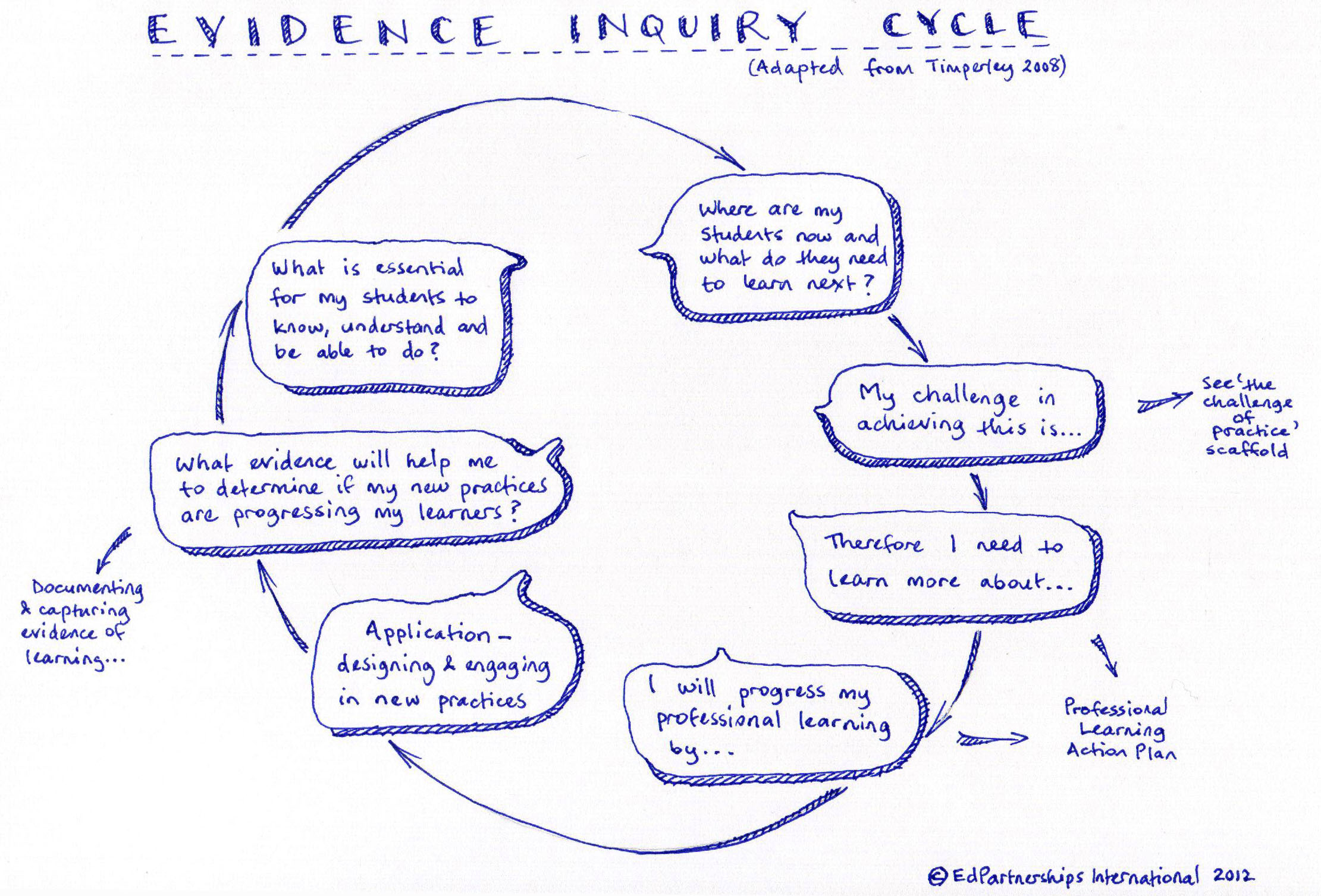
They begin to use simple figurative language and visual images. They use a range of vocabulary, a variety of sentence structures, and use punctuation accurately, including apostrophes.

They identify and use different parts of speech, including nouns, pronouns, adverbs, comparative adverbs and adjectives, and use appropriate prepositions and conjunctions.

They use a range of approaches to spelling, applying morphemic knowledge and an understanding of visual and phonic patterns. They employ a variety of strategies for writing, including note-making, using models, planning, editing and proofreading.

A student progressing towards Level 4 Standard in the Domain of English and the Dimension of Writing could show evidence of achievement as follows:

|  |  |  |
| --- | --- | --- |
| **Writing 3.25** | **Writing 3.50** | **Writing 3.75** |
| * inclusion of familiar ideas and information for different purposes and audiences in print and electronic texts * use of strategies for planning, drafting, proofreading, editing and revising * appropriate vocabulary, punctuation and tense according to context, purpose and audience | * production of texts for a range of different audiences and purposes in print and electronic forms * use of strategies for planning; for example, using models of others’ writing or mind mapping | * use of structures and features appropriate to purpose and audience of print and electronic texts * appropriate use of topic sentences and organisation of main and subordinate ideas * selection of vocabulary, text structures and visual features to effectively communicate ideas and information |



## Evidence Inquiry Cycle

|  |
| --- |
| Tackling a Challenge in Progressing One Student |

Today you will be working out the entry level performance of one student, then using the VELS and progression points to work out where to go next with this student. With your learning community peers and coach, you will then have the opportunity to discuss some teaching implications for progressing this student.

You have brought along 3 bits of evidence to help you work out where one student is now. Working with your partner and using the VELS reference material on pps 24-29, work out the following:

The area of learning I want to progress is:

|  |  |  |
| --- | --- | --- |
| **Strand** | **Domain** | **Dimension** |
|  |  |  |

Now – Refer to a set of progression points for this ***Dimension*** of learning. Using the evidence you have brought along, try to work out where you think this student is now.

Once you find a description that is the closest match to where you think this student is now, write down that progression point and descriptor here:

|  |  |  |
| --- | --- | --- |
| Entry Level Progression Point | Which descriptors align most closely with what you know about this student? | Evidence used to determine this |
|  |  |  |

Now refer to the VELS standard that this student should be working towards – still focusing only on this dimension of learning – and work out whether they are below, at or above the expected standard:

|  |  |  |
| --- | --- | --- |
| Relevant Standard (This should be a standard ***above*** the entry level progression point). | What aspect of this standard do you want to work on with this student (draw from the descriptor)? | What is a reasonable level of growth and progress to expect of this student – define some ***success indicators*** – e.g. what you would see them say, write, make or do: |
| Level |  |  |

**Identifying relevant teaching capabilities and practices**

I see my challenge of practice in progressing this learner as being:

I have identified that I need to know, understand and be able to do the following in order to progress this learner:

I think the relevant e5 capabilities that I could draw upon or further develop to progress this learner are:

My professional learning plan to develop my knowledge, know-how and capabilities so that I can more effectively progress this learner is (refer to KWLA Chart on next page):

**Considering Evidence**

Would the type of evidence you have brought along today enable you to monitor this student’s progress in light of these success indicators?

What else would help you to know if your teaching actions have been successful for this learner?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1632_EDP_Logo_Landscape-Final_Office.jpg | | Preparing for Professional Inquiry (KWLA) | | |
| What do you already ***Know*** about Challenge of Practice? | What do you ***Want*** /Need to know about your Challenge of Practice? | | What have you ***Learned*** from your evidence and investigations? | How will you ***Apply*** what you have learned in your practice? |
|  |  | |  |  |
| How will you find this out? | |

|  |
| --- |
| Framing a Question for Professional Inquiry |

The quality of your professional inquiry question affects the quality of your inquiry. One of the most important principles of professional learning is that it is anchored in achieving valued student learning outcomes. Therefore, a quality question for professional inquiry can be structured as follows:

Part 1: What is the professional practice that you want to investigate?

E.g. How can I [state the professional practice/s you want to learn about and try]………

***Reflection with Coach:*** How valid is this professional practice? What authorizing document/s tell me that it is worth adding to my repertoire? Why do I think it might be appropriate for this group of learners in this context?

Part 2: ….so that my learners progress in [state the area of valued student learning you want to progress as a result of the professional practice/s you are investigating].

***Reflection with Coach:*** How valid is this aspect of student learning? What authorizing document have I drawn upon to identify this? How will I work out their entry level? What success indicators will tell me that my students are progressing? What evidence will I need to capture and monitor to inform my practice along the way?

## Examples of professional inquiry questions

How can I develop shared expectations for learning and interacting in my class so that my learners progress in their understanding and ability to learn both independently and collaboratively?

How can I use quality questioning and guided writing so that my learners progress in the area of presenting different perspectives on complex themes and issues?

How can I use Socratic Dialogue so that my learners progress in their understanding of ‘point of view’ and characterization?

How can I incorporate Reading Comprehension strategies into my Maths lessons so that my learners progress in their ability to solve word problems?

How can I develop the norms of an effective learning community so that my learners engage in self-directed and self-regulated learning to progress their personal learning goals?

How can I differentiate learning activities so that all students are engaged with an appropriate level of challenge?

Ho can I better maintain momentum in my Units so that students remain engaged and enthusiastic about what and how they are learning?

How can I introduce assessment as learning activities so that my students better understand what progress in their learning will require of them?

How can I introduce the use of quality questioning and feedback so that groups of students can more effectively support one another to progress their learning goals.

How can I involve my class in managing and monitoring our learning community behaviours so that everyone feels safe, respected and challenged?

How can I explicitly teach thinking and learning strategies so that my students better understand what is required for them to develop as expert learners?

How can I use the technique of Think Aloud more effectively so that students in my class learn how to back up their ideas and opinions with examples, facts and clear thinking?

How can the establishment of regular class meetings and a student ideas circle improve the quality of interactions, relationships and learning in our class?

How can my assessments be differentiated so that all students have the opportunity to apply and demonstrate their new learning in a way that has meaning and purpose for them?

How can I better structure inquiry so that students are motivated to develop deeper understandings about themselves, others and the Big Ideas in the Unit we are studying?

How can I support students to reflect on their learning processes and the impact of effort on achievement so that they progress in their personal understanding of what it takes to be an effective learner?

## e5 Teacher Capabilities – Reflecting on practice in light of student learning needs

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Engage** | **Explore** | | **Explain** | **Elaborate** | **Evaluate** |
| **TEACHER CAPABILITIES** | | | | | |
| Develops shared norms  Determines readiness for learning  Establishes learning goals  Develops metacognitive capacity | Prompts inquiry  Structures inquiry  Maintains session momentum | | Presents new content  Develops language and literacy  Strengthens connections | Facilitates substantive conversation  Cultivates higher order thinking  Monitors progress | Assesses performance against standards  Facilitates students self assessment |
| **When drawing on their capabilities you will see the teacher…** | | | | | |
| …foster positive relations with and between students and develop shared expectations for learning and interacting.  …stimulate interest and curiosity, promote questioning and connect learning to real world experiences.  …structure tasks, elicits students’ prior knowledge and support them to make connections to past learning experiences.  …present a purpose for learning, determining challenging learning goals and make assessment and performance requirements clear.  …assist students to consider and identify processes that will support the achievement of the learning goals. | …present challenging tasks to support students to generate and investigate questions, gather relevant information and develop ideas.  …provide tools and procedures for students to organise information and ideas.  … identify students’ conceptions and challenge misconceptions.  …assist students to expand their perspectives and reflect on their learning.  …is mindful of the learning requirements of the task, is attentive to student responses and intervenes accordingly. | … provide opportunities for students to demonstrate their current level of understanding through verbal and non-verbal means.  …explicitly teach relevant knowledge, concepts and skills. This content is represented in multiple ways.  …provide strategies to enable students to connect and organise new and existing knowledge.  …assist students to represent their ideas, using language and images to engage them in reading, writing, speaking, listening and viewing.  …explicitly teach the language of the discipline.  …progressively assess students’ understanding and structure opportunities for students to practise new skills. | | …engage students in dialogue, continuously extending and refining students’ understanding.  …support students to identify and define relationships between concepts and to generate principles or rules.  …select contexts from familiar to unfamiliar, which progressively build the students’ ability to transfer and generalise their learning.  … support students to create and test hypotheses and to make and justify decisions.  … monitor student understanding, providing explicit feedback, and adjusting instruction accordingly. | …support students to continuously refine and improve their work using assessment criteria in preparation for a performance of understanding.  … integrate evidence from each phase, formally recording students’ progress against learning goals.  …provide feedback and assists students to evaluate their progress and achievements.  …supports students to reflect on their learning processes and the impact of effort on achievement.  … guides students to identify future learning goals. |

**Source: DEECD e5 Instructional Model**

## Reflecting on the e5 Teacher Capabilities

***1. My current knowledge and understanding of the effective Teacher Capabilities (e5) is:***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| I don’t know about e5 Teacher Capabilities yet | I’ve heard or read about e5 teacher capabilities but not sure what it means for me | I’ve participated in some professional learning on e5 teacher capabilities | I’m familiar with the e5 teacher capabilities and have begun working with them | I regularly reflect on the e5 teacher capabilities and use them to guide my professional learning goals |
|  |  |  |  |  |

(Tick the column that best represents where you are now).

***2. What questions do you have about the use of e5 teacher capabilities as a reflective tool?***

## Victorian Principles of Learning and Teaching (PoLT): an Overview

The Victorian Principles of Learning and Teaching P-12 (PoLT) and related components state that students learn best when:

1. The learning environment is supportive and productive
2. The learning environment promotes independence, interdependence and self-motivation
3. Students’ needs, backgrounds, perspectives and interests are reflected in the learning program
4. Students are challenged and supported to develop deep levels of thinking and application
5. Assessment practices are an integral part of teaching and learning
6. Learning connects strongly with communities and practice beyond the classroom

These principles can be used by schools, teams of teachers and individuals to reflect on practice and support professional dialogue to strengthen pedagogical practices.

## 

## PoLT – What does this mean for teachers?

**Source**: **www.education.vic.gov.au/studentlearning/teachingprinciples/principles/default.htm**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***PoLT Principle 1: The learning environment is supportive and productive.*** | ***PoLT Principle 2: The learning environment promotes independence, interdependence and self motivation.*** | ***PoLT Principle 3: Students' needs, backgrounds, perspectives and interests are reflected in the learning program.*** | ***PoLT Principle 4:*** ***Students are challenged and supported to develop deep levels of thinking and application.*** | ***PoLT Principle 5: Assessment practices are an integral part of teaching and learning***. | ***PoLT Principle 6: Learning connects strongly with communities and practice beyond the classroom.*** |
| **In learning environments that reflect this principle the teacher**:  builds positive relationships through knowing and valuing each student  promotes a culture of value and respect for individuals and their communities  uses strategies that promote students' self-confidence and willingness to take risks with their learning  ensures each student experiences success through structured support, the valuing of effort, and recognition of their work. | **In learning environments that reflect this principle the teacher:**  encourages and supports students to take responsibility for their learning  uses strategies that build skills of productive collaboration. | **In learning environments that reflect this principle the teacher:**  uses strategies that are flexible and responsive to the values, needs and interests of individual students  uses a range of strategies that support the different ways of thinking and learning  builds on students' prior experiences, knowledge and skills  capitalises on students' experience of a technology rich world. | **In learning environments that reflect this principle the teacher**:  plans sequences to promote sustained learning that builds over time and emphasises connections between ideas  promotes substantive discussion of ideas  emphasises the quality of learning with high expectations of achievement  uses strategies that challenge and support students to question and reflect  uses strategies to develop investigating and problem solving skills  uses strategies to foster imagination and creativity. | **In learning environments that reflect this principle the teacher**:  designs assessment practices that reflect the full range of learning program objectives  ensures that students receive frequent constructive feedback that supports further learning  makes assessment criteria explicit  uses assessment practices that encourage reflection and self assessment  uses evidence from assessment to inform planning and teaching. | **In learning environments that reflect this principle the teacher:**  supports students to engage with contemporary knowledge and practice  plans for students to interact with local and broader communities and community practices  uses technologies in ways that reflect professional and community practices |

|  |  |
| --- | --- |
| 1632_EDP_Logo_Landscape-Final_Office.jpg | Exploring and Deepening the Question Protocol (Adapted from the work of Tina Blythe) |

**Purpose**: To enable members of a collaborative inquiry group to delve more deeply into the assumptions and puzzles embedded in an inquiry question. To also begin considering what kinds of evidence will be useful in pursuing this question.

**Groups**: Table Groups – a designated facilitator and recorder – vertical wall space to record.

**Time**: 35-40 mins

**Steps**:

1. One person volunteers their question for the group to explore together and writes on a vertical surface. (2 mins)
2. Group members discuss and respond to the following prompts, being mindful of listening to others and seeking alternative perspectives: (10 mins)

* What words in the question need clarification or defining? (Underline)
* What assumptions underlie the question? (List on one side of the question)
* What other questions does this make us think of? (List on the other side of the)
* Why is it worth investigating this? (Discuss)

1. Identifying hypotheses: If you had to respond to this question now, what would you say? (Recorder lists responses under the questions). (5 mins)
2. The following prompts help to identify actions that would enable understanding in relation to the question to progress: (15 mins)

* What knowledge and understandings would we need to be able to answer this question?
* What practical repertoire of skills might we need?
* Who else could we seek to assist us as we investigate this question?
* What kinds of tangible evidence would be useful to gather and examine as we pursue this question?
* How would we know if we were progressing in our knowledge and understanding as we actively investigate this question?

5. Next Steps: Is there any need to revise the question? The group or presenter of the question reflects on the process. (2 mins)

**Debrief the Process:** How well did this process support your collective learning?

(N.B. Normally an individual or team would bring the question to the larger group and they would ‘hold the pen’, writing the group’s responses, as they own the question).

## Sandra’s Inquiry Question

How can I employ an inquiry pedagogy to progress my learners in their literacy development, their creativity and confidence, and in their understanding of themselves as active and informed citizens?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***What*** were the students learning? | **How** were the students learning? | Which teacher **capabilities** could you see Sandra learning about and strengthening? | Which **Principles** of Learning and Teaching were in evidence? | What **evidence** can you see of Sandra achieving her goals for her learners though these new learning experiences? |
|  |  |  |  |  |